

Thursday 7<sup>th</sup> January 2021

Year 6 Home Learning

9am	10:15	10:30	11:00	11:15	12:30	1:30pm	3pm
English	Spelling	Reading	Break	Maths	Lunch	RE	Story Time

#### English Task

A sentence using a coordinating conjunction to separate the clauses is called a compound sentence. The first thing I would like you to do is list the coordinating conjunctions that you could possibly use. Use a search engine and list them ready for the next exercise.

Now see how many of them you can successfully place into sentences. Each time you have used one of them, tell yourself in the next sentence I will use a different one.

Let me give you a couple of examples:

Ernie was going to make sure he ate most of his vegetables tonight but he definitely wouldn't be eating any peas.

Lions have very few predators so they don't need to hide when they are out and about.

Today I am going to introduce you to the model text that I would like you to read through and ensure that you have a good grasp of how the story is set out, how it progresses and the characters involved. This is our Traditional Tale, 'Rumpelstiltskin' and I have written my version of the story.

#### Rumpelstiltskin

There was once a miller who was poor and who had a beautiful daughter. Now it so happened, that he came to speak with the king and to make himself seem important he said to him, "I have a daughter who can spin straw into gold."

The king said to the miller, "That's an art much to my liking; if your daughter is as skilful as you say, bring her to my palace tomorrow and I will put her to the test." Now when the girl was brought to him, he led her into a room which was filled up with straw, gave her a spinning-wheel and reel and declared, "Set to work at once and if by morning you haven't spun this straw into gold, you shall die." Then he locked the room himself and she was left there alone.

The poor miller's daughter sat there and for the life of her she didn't know what to do; she had no idea how you could spin straw into gold. She grew more and more afraid so that in the end she began to cry. Then all at once the door opened and a little man stepped inside, saying, "Good evening, Miss Miller, why are you crying so much?"

"Oh dear," replied the girl, "I'm supposed to spin straw into gold and I don't know how to do it."

Immediately the little man replied, "What will you give me if I spin it for you?"

"My necklace," said the girl. The little man took the necklace, sat down at the wheel, and whirr, whirr, whirred, three times: the thread was drawn until the bobbin was full. Then he put on another and whirr, whirr, whirred, three times until the thread was drawn and the second one was full and so it went on until morning: all the straw was spun and all the bobbins were full of gold.

As soon as the sun rose, the king came and when he saw the gold he was astonished and delighted but his heart grew still more gluttonous for gold. He had the miller's daughter taken to another room full of straw – one that was much bigger – and he commanded her to spin that overnight as well, if her life was dear to her. The girl didn't know what to do and began to cry; the door opened again and the little man appeared, saying, "What will you give me if I spin the straw into gold for you?"

"The ring on my finger," answered the girl. The little man took the ring, began whirring again with the wheel and by morning he had spun all the straw into shining gold. The king was delighted beyond bounds by the sight but he still did not have his fill of gold so instead had the miller's daughter taken to an even bigger room full of straw.

"You must spin this yet again tonight," he informed her. "However, this time if you get this done, you shall become my consort." "Even if she is a miller's daughter," he thought, "I shan't find a richer wife in the whole world."

When the girl was alone, the little man came again for the third time, saying, "What will you give me if I spin the straw for you this time too?"

"I have nothing more I can give you," answered the girl.

"Then promise me, when you are queen, you will give me your first child."

"Who knows how things will turn out?" thought the miller's daughter and in her distress she had no idea what else she could do so she promised the little man what he desired and in return the little man once again spun the straw into gold. When the king came in the morning and found everything as he had wished it, he celebrated his wedding with her and the beautiful miller's daughter became a queen.

A year later, she brought a beautiful child into the world and she no longer gave a thought to the little man. However one fateful morning, he suddenly stepped into her chamber, saying, "Now give me what you promised." The queen was stricken with fear and offered the little man all the riches of the kingdom if he would leave her child with her. But the little man said, "No, I would rather have a living creature than all the treasure in the world." Then the queen began to weep and wail so sorrowfully that the little man took pity on her. "I'll give you three days," he declared, "and if by that time you know what my name is, you shall keep your child."

All night long, the queen called to mind all the names she had ever heard and she sent a messenger far and wide throughout the land to find out what other names there might be.

The next day, when the little man came, she began with Kaspar, Melchior, Balzar and listed all the names she knew, one after another, but at each one the little man declared, "That's not what I'm called."

The second day she inquired all around the neighbourhood to find out what names people were called there and recited the strangest and most peculiar names to the little man. "Are you called Skinnyribs perhaps, or Sheepshanks, or Pegleg?"

But each time he answered, "No, I'm not."

On the third day the messenger came back and told her, "I couldn't find out a single new name but as I came upon a high mountain round the forest corner by the back of beyond, I saw a little house. In front of the house, a fire was burning and over the fire the funniest little man was leaping and hopping on one leg and crying, "Today I'll bake, tomorrow I'll brew, the next I'll fetch the queen's new child. Still no one knows it just the same, that Rumpelstiltskin is my name."

You can imagine how glad the queen was when she heard the name and when soon afterwards the little man stepped in and asked, "Well, Lady Queen, what's my name?" she at first pondered.

Then she asked first of all, "Is your name Tom?"

"No."

"Is your name Dick?"

"No."

"Might your name perhaps be Rumpelstiltskin?"

"The devil told you, the devil told you," shrieked the little man and in his anger he stamped his right foot so deep into the earth that he sank down as far as his waist. Then he seized his left foot with both hands in a rage and tore himself right down the middle into two.

When you have read it through and you are confident that you know the story well, I would like you to undertake a text mark. The same rules apply: underline what you see and using an arrow to point it out (just like in class) tell me what it is you have underlined, only find me one of everything (which you all know), consider different kinds of sentence types, different kinds of sentence openers, different forms of punctuation. You all know how to do this so I know I don't have to explain but just complete as if you were in class with me. **Here are some options if you get stuck: if you can print it out it is easy; if you can use the tools on the lap top or whatever you are using then again easy, otherwise in your books, for example, you could write the sentence and tell me what it is; or write the sentence opener and tell me what it is; even show me the punctuation used and tell me what it is. There are options here.**

#### Spelling

Here are the spellings for this week:

Mr Emerson's Spelling Group: aisle, isle, allowed, aloud, effect, affect, alter, altar, ascent, assent, accommodate, accompany, according, achieve, aggressive, amateur, apparent, appreciate, attached, available. (As there are a number of homophones here, make sure you use the correct word meaning in the correct sentence)

Mrs Oakley's Spelling Group: clearance, surveillance, tolerance, resemblance, abundance, reassurance, annoyance, avoidance, elegance, grievance, reliance, maintenance.

Focus on the spellings from your group and complete the following activities:

#### Spelling Activity

Split your page down the middle with a straight line, in the left-hand column write the sentences normally and then in the right-hand column write the same word backwards. (You have all done this before so I know that you know how this works)

Look, cover, write, check. How did you do? How many did you get right first time? Ensure you know where you made the mistakes.

#### Reading Activity



A Hung Parliament  
Differentiated Read

Have a look at the comprehension paper above. Read through it carefully the first time and then read through again and answer the questions as you go. Make sure that you have an awareness of the question that you are reading as you read through the second time and answer as you solve.

Note: **If you read at Pearl or Free Reader Level, please read the version with 3 Stars on.**  
If you read at Dark Red or Dark Blue Level, please read the version with 2 Stars on.

#### Maths Activity

Maths Meeting:

$$324.06 \div 10 =$$

$$0.1476 \div 100 =$$

$$2146 \div 14 =$$

$$2/5 + 2/3$$

$$4/7 \div 1/3 =$$

Maths:

Today we are looking at dividing by multiples of ten. If you look at the first page you will see that if we divide a number by a multiple of ten, and with these first examples it is 20, we can divide by the 2 first and then the 10. So:

$$60 \div 20 = 60 \div 2 \div 10$$

$$= 30 \div 10$$

$$= 3$$

This is the same with decimals, so following the examples on the first page:

$$6 \div 20 = 6 \div 2 \div 10$$

$$3 \div 10$$

$$= 0.3$$

And

$$0.6 \div 20 = 0.6 \div 2 \div 10$$

$$= 0.3 \div 10$$

$$= 0.03 \text{ and so on...}$$

### Dividing by tens

7  $60 \div 20 = \frac{60}{20} = 3$

We can also work out the quotient like this:

$$\begin{aligned} 60 \div 20 &= 60 \div 2 \div 10 \\ &= 30 \div 10 \\ &= 3 \end{aligned}$$

In the same way

$$\begin{aligned} 6 \div 20 &= 6 \div 2 \div 10 \\ &= 3 \div 10 \\ &= 0.3 \end{aligned}$$

$$\begin{aligned} 0.6 \div 20 &= 0.6 \div 2 \div 10 \\ &= 0.3 \div 10 \\ &= 0.03 \end{aligned}$$

and

$$\begin{aligned} 0.06 \div 20 &= 0.06 \div 2 \div 10 \\ &= 0.03 \div 10 \\ &= 0.003 \end{aligned}$$



Ask your child to show how to divide a decimal by 10 by:  
(1) moving the digits      (2) shifting the decimal point.

Please complete question 8 using the above skills.

Then, looking at question 9 we can see that we are moving on to dividing by 100 and 1000.

As in yesterday's work it shows how we can convert the number to a fraction first before showing the answer as a decimal.

However, we know that when we divide by 100 that the number gets 100 times smaller which means that the number moves 2 places to the right. (The number of 0s in 100 tells us that) The decimal point stays in the same place. This means for quickness and ease we don't always need to convert the number to a fraction first.

So knowing this by moving onto dividing by 1000 which means the number gets 1000 times smaller. There are 3 0s in 1000 so we know to move the number 3 places to the right. Again the decimal point doesn't move! Only the number.

Please complete Question 10 using the above skills.

8 What are the missing numbers?

a  $8 \div 40 = 8 \div \frac{\quad}{\quad} \div 10$   
 $= \frac{\quad}{\quad} \div 10$   
 $= \frac{\quad}{\quad}$

c  $0.08 \div 40 = 0.08 \div 4 \div \frac{\quad}{\quad}$   
 $= \frac{\quad}{\quad} \div 10$   
 $= \frac{\quad}{\quad}$

b  $0.8 \div 40 = 0.8 \div \frac{\quad}{\quad} \div 10$   
 $= \frac{\quad}{\quad} \div 10$   
 $= \frac{\quad}{\quad}$

**Dividing by 100 and 1000**

9 Look at these examples.

a  $30 \div 100 = \frac{30}{100}$   
 $= \frac{3}{10}$   
 $= 0.3$

b  $3 \div 100 = \frac{3}{100}$   
 $= 0.03$

c  $0.3 \div 100 = \frac{3}{10} \div 100$   
 $= \frac{3}{10} \times \frac{1}{100}$   
 $= \frac{3}{1000}$   
 $= 0.003$

d  $300 \div 1000 = \frac{300}{1000}$   
 $= \frac{3}{10}$   
 $= 0.3$

e  $30 \div 1000 = \frac{30}{1000}$   
 $= \frac{3}{100}$   
 $= 0.03$

f  $3 \div 1000 = \frac{3}{1000}$   
 $= 0.003$

10 Divide. Use the method shown in 9.

a  $70 \div 100 = \frac{\quad}{\quad}$

b  $7 \div 100 = \frac{\quad}{\quad}$

c  $0.7 \div 100 = \frac{\quad}{\quad}$

d  $7.7 \div 100 = \frac{\quad}{\quad}$

e  $900 \div 1000 = \frac{\quad}{\quad}$

f  $90 \div 1000 = \frac{\quad}{\quad}$

g  $99 \div 1000 = \frac{\quad}{\quad}$

h  $9 \div 1000 = \frac{\quad}{\quad}$

Question 11 shows us how dividing by 100 and 1000 looks on a place value chart. Look at these examples very carefully to observe how the number moves when the division is done.

11 Look at this chart.

	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
Number	3	0	0	0			
$3000 \div 100$			3	0	0		
$3000 \div 1000$				3	0	0	0
Number				3			
$3 \div 100$				0	0	3	
$3 \div 1000$				0	0	0	3

30.00 is 30 and 3.000 is 3.

When we divide a number by 100, each digit in the number moves 2 places to the right in the place value chart.

So when we divide a number by 1000, each digit in the number moves 3 places to the right in the place value chart.

Here are other examples.

	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
Number	4	0	7	1			
$4071 \div 100$			4	0	7	1	
$4071 \div 1000$				4	0	7	1

$4071 \div 100 = 40.71$   
 $4071 \div 1000 = 4.071$

Then use the skills you have observed on question 11 to complete all of question 12. Following what you have learnt you should be able to comfortably move onto questions 13 and 14

Unit 7 Decimals

Activity 

12 Copy the chart below and complete it. An example is shown.

	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
235		2	3	5			
$235 \div 100$				2	3	5	
53.2			5	3	2		
$53.2 \div 100$							
64			6	4			
$64 \div 1000$							
4061	4	0	6	1			
$4061 \div 1000$							

What answers did you get?

$235 \div 100 = \square$

$53.2 \div 100 = \square$

$64 \div 1000 = \square$

$4061 \div 1000 = \square$

We can also get the answers by shifting the decimal point.

$2\overset{\curvearrowright}{3}\overset{\curvearrowright}{5} \div 100 = \square$

$5\overset{\curvearrowright}{3}.2 \div 100 = \square$

$6\overset{\curvearrowright}{4} \div 1000 = \square$

$4\overset{\curvearrowright}{0}\overset{\curvearrowright}{6}\overset{\curvearrowright}{1} \div 1000 = \square$

13 Find the value of each of the following:

a  $308 \div 100 = \square$

b  $3.8 \div 100 = \square$

c  $30.8 \div 100 = \square$

d  $2016 \div 1000 = \square$

e  $201 \div 1000 = \square$

f  $26 \div 1000 = \square$

14 Find the missing numbers.

a  $420 \div \square = 4.2$

b  $70.5 \div \square = 0.705$

c  $1061 \div \square = 1.061$

d  $890 \div \square = 0.89$

e  $\square \div 100 = 3.01$

f  $\square \div 1000 = 67.25$



Ask your child to show how to divide a decimal by 100 and 1000 by:  
 (1) moving the digits  
 (2) shifting the decimal point.

Challenge:

5. Rhaan says,



The decimal 0.36 can be read as thirty six hundredths.

Theo says,

The decimal 0.36 can be read as three tenths and six hundredths.



Who do you agree with?

Explain your answer.

6. Jess says,



The decimal 0.83 can be read as 83 thousandths.

Geena says,

The decimal 0.83 can be read as 8 tenths and 3 hundredths.



Who do you agree with?

Explain your answer.

7. Ruby says,



The decimal 0.75 is three quarters.

Hakeem says,

The decimal 0.75 is a half.



Who do you agree with?

Explain your answer.

8. Rita says,



The decimal 0.26 can be read as two tenths and 6 hundredths.

Alan says,

The decimal 0.26 is the same as twenty six hundredths.



Who do you agree with?

Explain your answer.

## RE

Do you know what the word 'Creation' means? Look up the definition in a dictionary or a search engine.

Creation is the act or process of bringing something into existence.

Creation stories are Religious stories that explain how the Earth and humans came into existence.

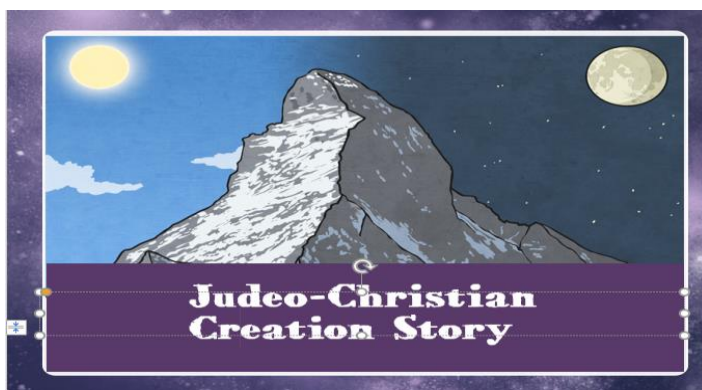
# Judeo-Christian

The word Judeo-Christian refers to those aspects of Judaism and Christianity, which are essentially the same in both religions.

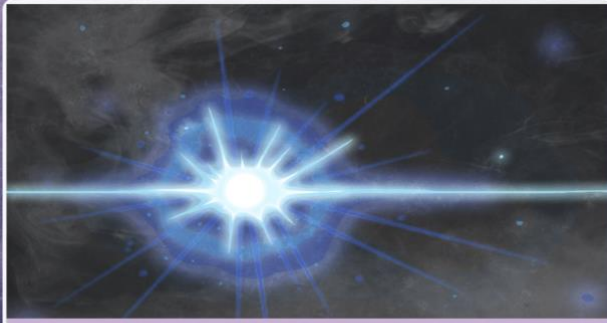
- Christianity originated from Judaism, and Jesus was Jewish.
- Christianity as a religion began after his death.
- The Bible is split into two parts - the Old Testament and the New Testament.
- The Old Testament comprises of the 24 books of the Jewish Tanakh (Jewish Holy Texts), but also additional books which are not part of the canon of Jewish holy texts. The number of additional books varies.

Judaism - <i>Tanakh</i>	Christianity – Old Testament		
(24 books)	Protestant (39 books)	Catholic (46 books)	Eastern Orthodox (51 books)

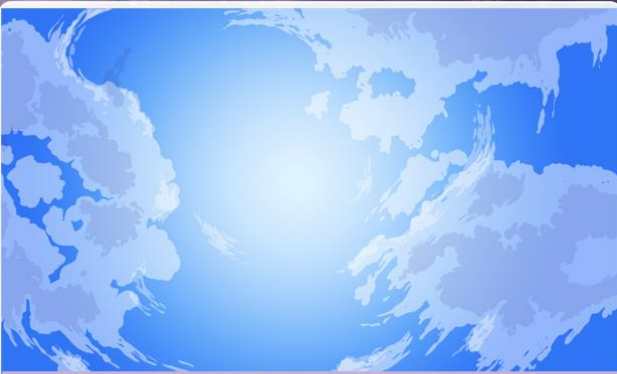
Genesis: is the 1<sup>st</sup> book of The Bible and the first book of The Torah (part of the Tanakh), it means the origin or formation of something and in this case it means the origin and the way the universe was formed.







On the first day, God created light and separated it from darkness.



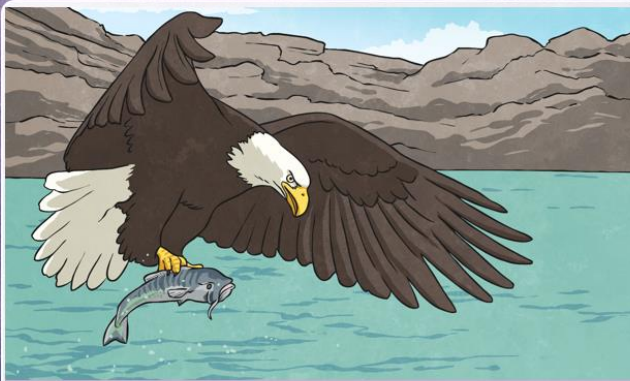
On the second day, God created the sky.



On the third day, God created the land and sea. He also created trees and plants.



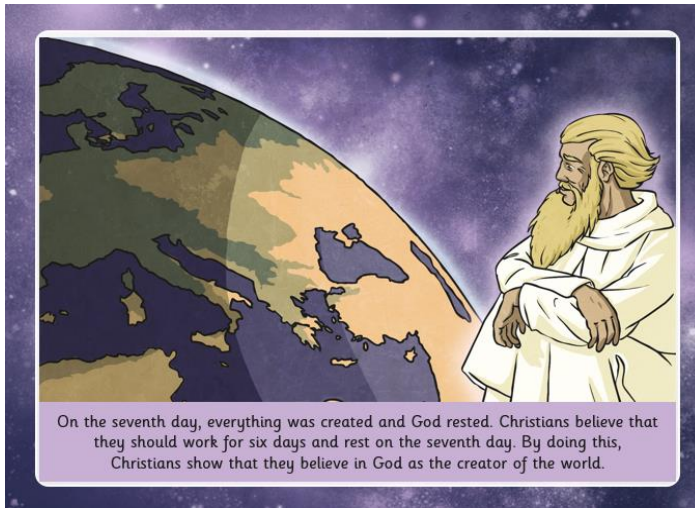
On the fourth day, God created the sun, the moon and the stars.



On the fifth day, God created birds and sea creatures.



On the sixth day, God created all the other animals. He also created man and gave him great mental ability. God also gave man the power of speech and the responsibility to look after the animals on Earth.



Task: Please can you now create me a comic strip using your understanding of the 7 days of creation.

<b>Story Time</b>
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Read your own Reading Book to finish your day off.
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